

DOCUMENT RESUME

ED 330 147

EC 300 117

AUTHOR Balzer, Charlene, Ed.; Siewert, Bob, Ed.
TITLE Program and Service Models: Suggested Programs and Services for Identified Talented and Gifted Students, K-12. Technical Assistance Paper 3. Revised.
INSTITUTION Oregon State Dept. of Education, Salem. Div. of Special Student Services.
PUB DATE Jul 90
NOTE 35p.; For related documents, see EC 300 115-119.
AVAILABLE FROM Publication Sales, Oregon Department of Education, Salem, OR 97310-0290 (\$2.00).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrative Organization; Class Organization; Delivery Systems; Educational Planning; Elementary Secondary Education; *Flexible Progression; *Gifted; Models; *Program Development; Pyramid Organization; Special Programs; State Standards; *Talent
IDENTIFIERS Oregon

ABSTRACT

This document explains Oregon requirements for identification and programming for gifted and talented students. Five simple rules for planning programs and services are listed. Flexible pacing options are discussed, including continuous progress, early entrance, grade skipping, concurrent enrollment, advanced level courses, credit by examination, and compact courses or curriculum. A chart displays organizational strategies for flexible pacing, such as cluster grouping, cross-grade grouping, special full-time class/school, special part-time class, individualized instruction, learning centers, independent study, mentorship/internship, and extended day or school year programs. An organizational model for program and service strategies is presented, based on a pyramid with regular classroom strategies at the base, options outside the regular classroom but within the school district in the mid-section, and opportunities outside of local district control at the top. Appendices contain a Staff Resource and Needs Assessment Survey, a sample pyramid of program and service options, and an example of a completed pyramid. (JDD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED330147

EC 300117

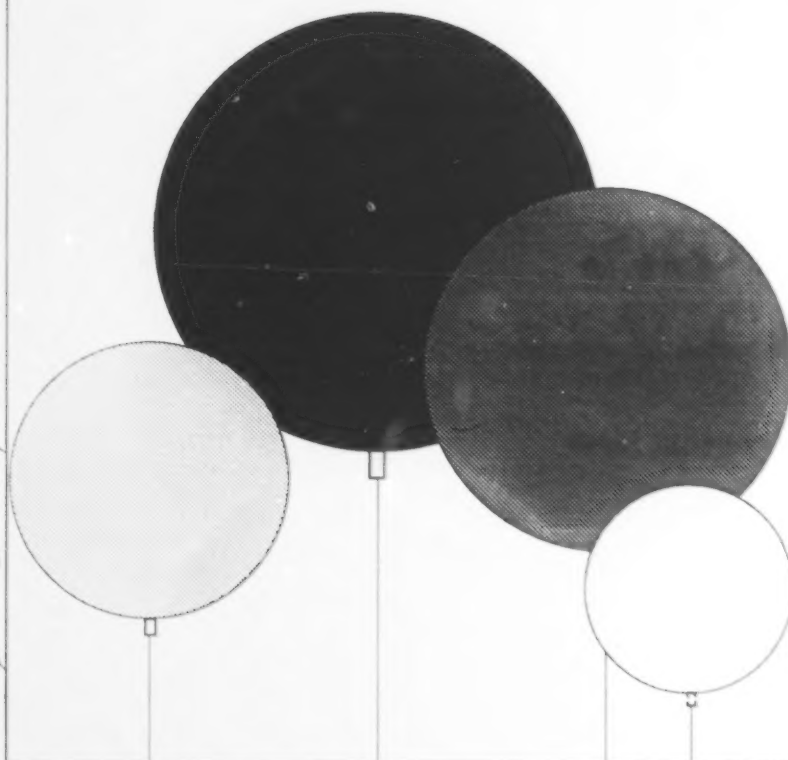
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PROGRAM AND SERVICE MODELS

Suggested Programs and
Services for Identified
Talented and Gifted Students
K-12

July 1990



PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

S. J. Case

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

PROGRAM AND SERVICE MODELS

**Suggested Programs and Services for
Identified Talented and Gifted Students K-12**

Technical Assistance Paper 3

**Part of a Series on OAR 581-22-403
and Related Oregon Laws and Rules**

Revised July 1990

**Jerry Fuller
Associate Superintendent
Division of Special Student Services**

**Karen Brazeau, Director, Special Education Section
Bob Siewert, TAG Specialist**

**Oregon Department of Education
Salem, Oregon 97310-0290**

Edited by

Charlene Balzer
TAG Coordinator
West Union School District
Hillsboro, Oregon

Bob Siewert
TAG Specialist
Oregon Department of Education
Salem, Oregon

Contributing Writers

Dr. LeoNora M. Cohen
TAG Institute
University of Oregon
Eugene, Oregon

Marjorie DeBuse
TAG Institute
University of Oregon
Eugene, Oregon

Joan Hladky
TAG Specialist
Pleasant Hill School District
Pleasant Hill, Oregon

George Wilhelmi
TAG Director
Eugene School District
Eugene, Oregon

Jean Moule
TAG Specialist
Stayton, Oregon

Charlene Balzer
TAG Coordinator
West Union School District
Hillsboro, Oregon

Special thanks to Jean Moule for developing the "Individual Instructional Planning Model" presented in this document.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

This document was produced by
the Publications and Multimedia Center
Oregon Department of Education
Salem, Oregon 97310-0290

Complimentary copies have been sent to Oregon school districts.
Additional copies are available for \$2.00 each.
Place orders with the Publications Sales Clerk at 378-3589.

All or any part of this document may be photocopied for educational purposes without permission from the Oregon Department of Education.

TABLE OF CONTENTS

Introduction	1
Programs and Services	3
Requirements	3
Flexible Pacing Options	3
Continuous Progress	4
Early Entrance	4
Grade Skipping	5
Concurrent Enrollment	5
Advanced Level Courses	6
Credit by Examination	6
Compacted Course or Curriculum	7
Organizational Strategies for Flexible Pacing Options	8
Organizational Model for Program and Service Strategies	13
Individual Instructional Planning Pyramid	15
Using the Pyramid for District or School Planning	16
Individual Planning	20
Appendix A: Staff Resource and Needs Assessment Survey	23
Appendix B: Program and Service Options Pyramid and Completed Sample	25

INTRODUCTION

OAR 581-22-403(2) requires that "Identified students shall be served beginning with the school year 1991-92. Each school district shall have a written plan for programs and services, and all required written course statements shall identify the academic instructional programs and services which shall be provided. Instruction provided identified students shall address their assessed levels of learning and accelerated rates of learning."

The gifted learner requires a variety of modifications designed to accommodate their learning needs. According to John F. Feldhusen in "Synthesis of Research of Gifted Youth," (Educational Leadership, March 1989, p. 10) the research shows that gifted students are best served in the following ways:

- "Grouping, in special classes with a differentiated curriculum, leads to higher academic achievement and better... attitudes and (does not lead) to... decline (of) achievement or attitudes for the children who remain in the regular... classroom."

"Acceleration motivates ...by providing ...instruction that challenges them to realize their potential."

"Overall, to provide for the gifted, we must upgrade the level and pace of instruction to fit their abilities, achievement levels, and interests. The only suitable enrichment is instruction on special enriching topics at a high level and a fast pace. We must also provide them with highly competent teachers and with opportunities to work with other gifted and talented youth."

"Differentiated education or services," as defined by the U.S. Office of Education, "means that process of instruction which is capable of being integrated into the school program and is adaptable to varying levels of individual learning response in the education of the gifted and talented and includes but is not limited to:

- * A differentiated curriculum embodying a high level of cognitive and affective concepts and processes beyond those normally provided in the regular curriculum;
- * Instructional strategies which accommodate the unique learning styles of the gifted and talented; and
- * Flexible administrative arrangements for instruction both in and out of school, such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, library media research centers and other appropriate arrangements." (USOE, 1976, pp. 18665-18666)

Five Simple Rules For Planning Programs and Services

With the requirements, characteristics and definition in mind, there are five simple rules that help in planning appropriate programs and services for talented and gifted students.

1. Gifted children should be viewed as individuals, not as THE GIFTED, each of whom has a unique pattern of abilities and interests that need to be nurtured.
2. Gifted children should spend at least part of their time with others of similar ability and interests. This avoids possible social-emotional problems of isolation and feeling different.
3. Gifted children should work in basic skill areas such as reading and math at their level of ability. That is, they should move as fast and as far as they are able. Boredom with unchallenging work may cause frustration resulting in gifted children being at risk.
4. Gifted children should be allowed to investigate, in depth, areas in which they are greatly interested and should be encouraged to do original, creative work.
5. Gifted children may need counseling and guidance, whether from a counselor or from their classroom teachers, to optimize their potential.

PROGRAMS AND SERVICES

REQUIREMENTS

OAR 581-22-403(2) requires that districts will provide programs and services for identified students. Inherent in this process are the following aspects:

1. **Student Assessment** - Procedures will be developed to assess identified students' instructional levels and rates of learning.
2. **Program and Service Options** - Districts will provide specific program or service options across the curriculum for identified students K-12 by 1991-92 and develop these if not already available.
3. **Written Course Statements** - Districts will modify written course statements to include options for identified students within each course which will "...address assessed instructional levels and accelerated rates of learning..."
4. **Parent Participation and Placement** - Districts will develop procedures for placing identified students in programs or services which are appropriate for their "...assessed instructional levels and accelerated rates of learning..." In addition, "The district shall also provide an opportunity to the parents to participate in selecting the programs or services for their child."

School districts are to begin programs and services for identified children by 1991-92. However, the OARs permit time extensions for implementation of the programs for those districts who submit requests to the State Superintendent based on financial hardship [581-22-403(4)].

FLEXIBLE PACING OPTIONS

Flexible pacing is the best way of providing for the varied instructional levels and accelerated rates of learning common to gifted students. Flexible pacing is defined as "Any provision that places students at an appropriate instructional level, creating the best possible match between students' achievement and instruction, and allows them to move forward in the curriculum as they achieve mastery of content and skills" (Daniel & Cox, 1988).

This provision does not suggest that acceleration be used to the exclusion of enrichment. The assessment of instructional levels should be coupled with consideration of the unique learning characteristics of each child. A careful look at existing and potential programs is in order. It is important that a range of appropriate options be identified throughout the grades that will allow for flexible pacing that meets individual student needs while allowing them to progress on the basis of mastery. Existing options should

be maintained and additional ones added whenever feasible to effectively address the learning needs of gifted students. The following pacing options offer possibilities of effectively meeting these unique needs. The chart that follows page 7 details instructional strategies useful in implementing flexible pacing.

• **Continuous Progress –**

Description: Instruction is delivered so that students move through the curriculum according to assessed skill levels rather than grade levels. The student moves ahead whenever mastery of content and skills is demonstrated. Continuous progress is the most effective way of ensuring instruction that is appropriately challenging without being unduly stressful.

Staffing: Coordinator; full school involvement

Materials/Facilities: Assessment materials; student tracking system; no special facilities

Inservice/Special Training: Trained coordinator to inservice faculty

Cost Factor: Staffing; inservice; assessment materials

Grade Level/Curriculum Area: K-8; All content areas

Other Issues: Elimination of age-in-grade lockstep; possible to utilize combination of approaches: cross-grade grouping, individualized learning packets, enrichment at grade level, acceleration options, cluster grouping, non-graded/multi-age classes; can be useful with all students, but especially with gifted students.

• **Early Entrance –**

Description: A child enters kindergarten, middle school or junior high, high school, or college prior to the usual age.

Staffing: Regular staff; testing personnel

Materials/Facilities: Assessment materials; established policy and guidelines; no special facilities except at college level

Inservice/Special Training: General inservice of staff

Cost Factor: Assessment and testing materials; possible fees for college classes

Grade Level/Curriculum Area: Kindergarten is most frequently used level; could be at any building level change, but then it is more likely considered grade skipping

Other Issues: Early entrance supports movement of students through the system without age-grade restrictions. Requires careful consideration of physical, social and emotional development of child in addition to an assessment of cognitive needs. Policy must be developed which addresses responsibility for fees related to college classes.

• **Grade Skipping –**

Description: Students are advanced one or more grades beyond the one normally prescribed for their age.

Staffing: Regular staff; testing personnel

Materials/Facilities: Assessment materials; established policy and guidelines; no special facilities

Inservice/Special Training: General inservice of staff

Cost Factor: Inservice

Grade Level/Curriculum Area: K-12; across curriculum

Other Issues: Appropriate option when the child is clearly advanced in all areas of the curriculum and would suffer needless frustration by remaining with age peers. Careful consideration of all aspects of the child's development is necessary. Phasing in may be accomplished by having the child move to the higher class for one subject and gradually increase time in the new classroom.

• **Concurrent Enrollment –**

Description: Dual enrollment in two levels of schooling including high school and college.

Staffing: Regular staff

Materials/Facilities: Access to appropriate courses, instructors, facilities

Inservice/Special Training: General inservice of staff; counselor assistance for students

Cost Factor: Possible transportation to school site; possible fees for college classes

Grade Level/Curriculum Area: High school level most common, but could be between elementary/middle school and middle school/high school; Curriculum area depends on individual student's needs

Other Issues: Provides opportunity for student who shows exceptional ability in one or two areas rather than the entire curriculum or is unprepared for early entrance to the next level of schooling for other than academic reasons. Concurrent enrollment may also open the door to resources and technologies unavailable at the lower level. Policy must be developed which addresses responsibility for fees.

• **Advanced Level Courses –**

Description: Courses which offer content at advanced levels; often material is presented at a faster pace. Examples include: Advanced Placement courses - students take an exam and may earn college credit; Honors Classes - course work is advanced, but no college credit is available.

Staffing: Regular staff

Materials/Facilities: Appropriate course material; no special facilities

Inservice/Special Training: Instructor training; counselor assistance for students

Cost Factor: Instructor training; possible fees for college credit

Grade Level/Curriculum Area: AP Classes - grades 11 and 12 in most content areas; Honors Classes - grades 7-12 in any curriculum area

Other Issues: Higher level content does not necessarily satisfy the learning requirements of gifted students. The curriculum must be appropriately paced and presented in such a way that allows students to utilize their powers of abstraction and synthesis to connect course work to major concepts and themes. Policy must be developed which addresses responsibility for fees.

• **Credit by Examination –**

Description: Students can pass required or core classes by examination

Staffing: Regular staff; counselor and administrator support essential

Materials/Facilities: Assessment material; no special facilities

Inservice/Special Training: Inservice for staff whose classes will be open to credit by examination

Cost Factor: Planning time for developing assessment measures

Grade Level/Curriculum Area: 9-12; any curriculum area

Other Issues: Credit for prerequisite course work may be granted which enables the student to enroll in the advanced course. Students enrolled in the College Board's Advanced Placement classes receive college credit for successful completion of the related course examination. Students may also receive credit by exam for basic level required courses which allows them additional elective options.

• **Compacted Course or Curriculum –**

Description: Content is compacted into abbreviated time. The result provides additional time for enrichment or additional courses.

Staffing: Regular staff

Materials/Facilities: Appropriate curriculum materials; assessment measures; no special facilities

Inservice/Special Training: Inservice for appropriate staff

Cost Factor: Inservice

Grade Level/Curriculum Area: K-12; any curriculum area

Other Issues: Requires informal and formal assessment procedures. Subject matter is taught in an abbreviated time whenever possible to allow for inclusion of enrichment experiences or acceleration. Compacting utilizes students' time in such a way that they are not forced to "tread water" but, instead, are continually challenged.

ORGANIZATIONAL STRATEGIES FOR FLEXIBLE PACING OPTIONS

OPTIONS	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	TRAINING	COSTS	GRADE LEVEL/ CURRICULUM
Cluster Grouping	Continuous Progress strategy; schedules arranged so gifted students assigned to same teacher/period	Regular staff	Resource materials to accelerate or enrich curriculum	Faculty; curricular team staff development	Inservice; materials	K-8; any content area
Non-Graded/Multi-Age Classes	Cont. Prog. strategy; students move through curriculum based on skill level, not grade level; on-going assessment	Regular staff with full school involvement	Criterion-referenced assessment materials; efficient record-keeping system	Total staff	Inservice; assessment	K-8; any content area
Cross-Grade Grouping	Cont. Prog. strategy; combined grades allow students to complete additional work in shorter time; allows for faster learners and smooth transitions. May also group by curriculum areas across grade levels.	Regular staff	Assessment materials; recordkeeping system	Total staff; established policy	Inservice	K-9; All curriculum areas and/or in areas of student strengths

OPTIONS	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	TRAINING	COSTS	GRADE LEVEL/ CURRICULUM
Special Full-Time Class/School	Cont. Prog. strategy; students in full-time class/school with others of like ability or talent.	Reassignment of existing staff or additional staff	Curriculum materials to meet needs of students	Staff	Inservice; possible additional staff	Any grade level; any curriculum area
Special Part-Time Class	Cont. Prog. strategy; Pull-out program; students leave regular classroom for part of day or week.	Additional specialist	Curriculum materials	Specialist	Inservice; possible additional staff	K-6; Curriculum often designed to meet special student interests and/or to enrich & extend regular curriculum
Learning Centers	Cont. Prog. strategy; can assist with differentiating curriculum; students work independently.	Regular classroom staff	Enrichment and acceleration materials	Staff	Inservice; materials; resources	K-8; Any content area
Individualized Instruction	Cont. Prog. strategy; instruction matched to individual needs.	Regular classroom staff	Additional content materials; acceleration	Inservice staff on differentiated curriculum	Inservice; materials	All grades; content based on student needs

OPTIONS	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	TRAINING	COSTS	GRADE LEVEL/ CURRICULUM
Fast-Paced Classes	Cont. Prog. or compacting strategy; subject-based classes that move at fast pace for students with advanced knowledge and ability to deal with rigor of pace.	Special instructor or regular staff	Additional content materials	Instructor	Inservice	Often used with John Hopkins talent model in math, grades 7-12
Independent Study	Cont. Prog. or advanced level strategy; conducted within regular classroom; directed by classroom teacher or resource person; student centered.	Regular staff or resource person	Access to process skills and resources	Trained director or resource person; staff	Books; phone calls; one period; one staff member could be regular classroom teacher	All grades; any content area based on student interest and needs
Advanced Placement	Advanced level strategy; students may earn college credit in classes offered in high school. Sponsored by College Entrance Examination Board.	Regular staff, counselor input, administrative support	Curriculum materials	AP instructors	Training; administrative time	Grades 11-12; courses in most content areas depending on expertise of staff

OPTIONS	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	TRAINING	COSTS	GRADE LEVEL/ CURRICULUM
Honors Classes	Advanced level strategy; extended curriculum without formal structure and credit as AP classes.	Regular staff	Curriculum materials	Honors class instructors	Tutor reimbursement possible; release time for planning	Grades 7-12; any curriculum area could be offered
Mentorship/ Internship	Advanced level strategy; developed within community; match student with person of similar interest (teacher, parent, professional); communication through visits, phone calls, letters.	Facilitator; list of possible mentors	Mentor and resource material; need independent study skills/process skills	Facilitator; staff	Transportation for on-site visits; phone calls	Upper elementary through high school based on student interest
Cross Tutoring/Study Buddies	Cont. Prog. strategy; students with strengths tutor students with needs	Coordinator		Staff	Possible inservice costs	All grades/ curriculum areas
Seminars	Advanced level strategy; special events within content areas	Interested staff; university; parents	Particular program, event or meeting costs	Staff	Inservice; program cost, transportation; materials; insurance	High school; possibly middle school
International Perspective	Advanced level strategy; programs with international studies; school within a school	Specially trained staff members	Curriculum materials	Staff	Training; materials	High school

OPTIONS	DESCRIPTION	STAFFING	MATERIALS/ FACILITIES	TRAINING	COSTS	GRADE LEVEL/ CURRICULUM
Magnet Programs	Cont. Prog. or Advanced level strategy; specialized curriculum to attract students with those interests; separate school within a school, district or region; eg. schools for performing arts, math/science focus, language immersion	Trained staff	Curriculum materials; specialized facilities	Staff	Training materials; facilities; specialists	All levels; any curriculum area
Reading and Conference	Cont. Prog. or Advanced level strategy; scheduled meetings with teacher/mentor for assigned course of study	Regular staff; mentor	Regular curriculum materials and course description	Staff inservice	Inservice; curriculum materials; additional planning period	Middle school; high school
Extended day or school year programs	Cont. Prog. or Advanced level strategy; extra-curricular program; intensified summer program	Interested staff; parents; community				K-12; most curriculum areas

Reference:

Long, Margo. Small District Programs for Gifted and Talented Students. Northwest Clearinghouse for Gifted Education. Seattle, Washington. 1983.

ORGANIZATIONAL MODEL FOR PROGRAM AND SERVICE STRATEGIES

As districts begin planning for identified students, it may be helpful to remember that the identification process leads into the programs and services as shown on the following chart. Programs and services K-12 must be appropriate for each identified student, be at an appropriate instructional level and taught at the student's rate of learning. This requires on-going assessment and may require modifications in the curriculum. A variety of organizational strategies for the flexible pacing options already discussed will be useful in designing services to meet individual needs.

The chart on the following page has been adapted from the Pyramid Model developed by the Gifted Students Institute to meet the requirements of OAR 581-22-403. The strategy options are placed on the pyramid depending on their administrative and organizational aspects. The base of the pyramid consists of strategies which can be accommodated within the regular classroom. The mid-section options extend outside the regular classroom and may involve another classroom within the same building or elsewhere within the district. The top of the pyramid consists of strategies which may extend outside of local district control and requires cooperation with other agencies. There is some overlap and arguments can be made for placing strategies in other sections of the pyramid. In most cases, a planned program for an identified student will involve more than one strategy. Extending up the side of the pyramid and across curriculum areas K-12 are the important components of ongoing assessment, appropriate pacing/acceleration, instruction at instructional level and curriculum modifications necessary to meet individual needs. The examples listed are not meant to be a finite list.

THE IDENTIFICATION PROCESS

Step 1: Referral

Step 2: Initial Screening

Step 3: Further Testing

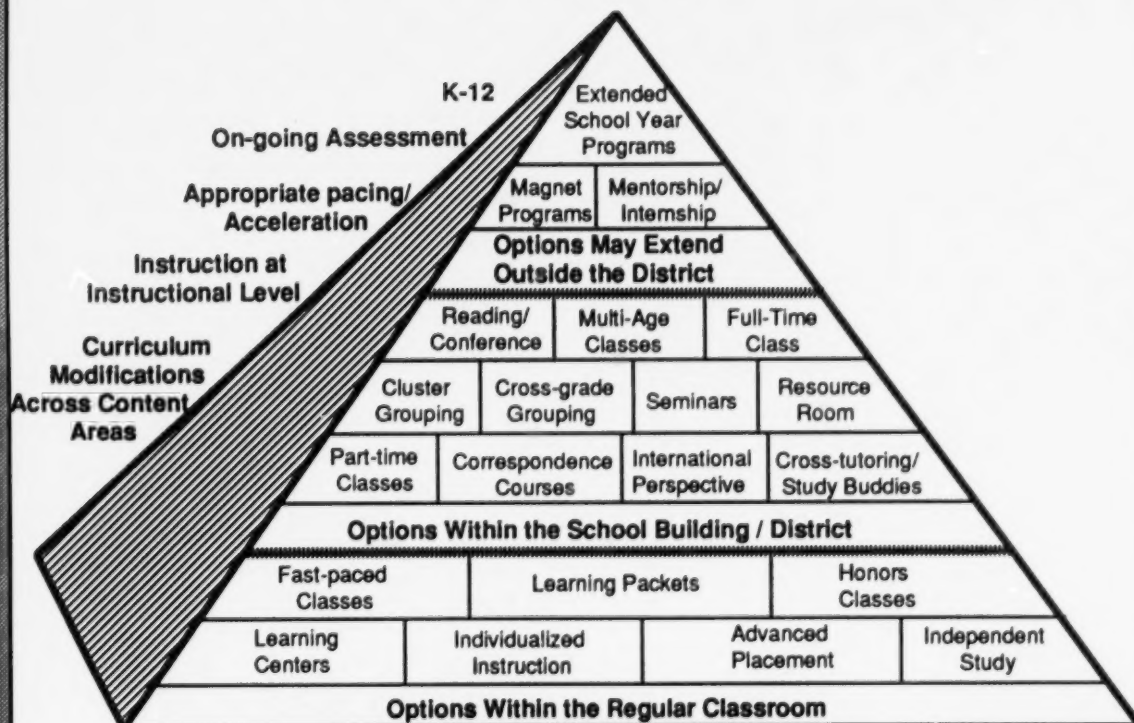
Step 4: Selection/Parent Notification

Programs and Services

Assessment for Instructional Levels and Rates of Learning

Parent Involvement

Placement



Program and Service Options Pyramid

Adapted from: The Pyramid Model - Gifted Students Institute

INDIVIDUAL INSTRUCTIONAL PLANNING PYRAMID

The Pyramid Model can also be adapted for use in individual instructional planning. It provides a framework upon which a program can be built and implemented. The model can be utilized as a plan for a student based on the adapted "Program and Service Options" version described and illustrated on pages 18-19. One folder may be used for several children, labeling and individualizing each plan on the self-sticking notes before copying. Or, a separate folder may be kept for each child and used for assessment and identification information, as well as other records.

Folder Design

Regular size manila file folders and packages of small self-sticking notes are necessary for this planning instrument. Draw the pyramid on the inside of the folder as shown in Figure 1. Once the sample is completed, it is desirable to have others printed.

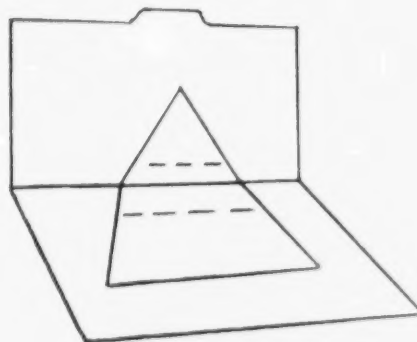


Figure 1

Sections of the pyramid can be labeled as in the Program and Service Options adaptation illustrated in figure 2 on the next page (Balzer 1989). Use divisions and labels which suit local needs.

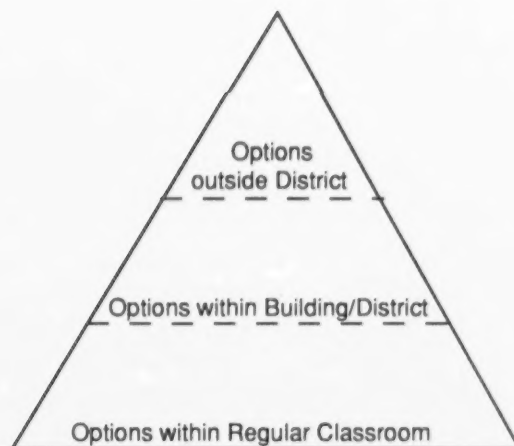


Figure 2

Dotted lines separate sections of the pyramid because many options may be located in more than one section. An example might be "cluster grouping." This strategy can be utilized within a single classroom by grouping identified students for reading, or students from several classes may be pulled together for reading. A full-time class might contain students from within a single building or students may attend from a number of buildings within the school district or from neighboring school districts within the county or region. Place the strategy option on the pyramid in the section that is the most appropriate for your district.

A completed plan may be reduced on most copiers to an 8 1/2 by 11 sheet for distribution and filing. Changes may be made using new self-sticking notes without redoing the entire plan. Photocopy and date the plan with each update or change.

USING THE PYRAMID FOR DISTRICT OR SCHOOL PLANNING

A large pyramid, drawn on a chalkboard, white-board or paper, may be used for small or large group planning. Using larger sticky notes, record strategies that are already in place in the district. Information may be obtained from a "Staff Needs Assessment Survey" similar to the one included in the appendix. Information may also be gathered from the planning group or from a district-wide needs assessment survey. If a staff survey is used, compile the results and send it out again in order to provide an opportunity for teachers to include options they missed the first time (see Appendix A). This will provide a more accurate picture of the variety of strategies utilized and the extent of use throughout the district. Committees using this process often uncover additional services

or gaps in services. Revise the large chart after reviewing the final results. Record the results on the blank "Program and Service Options" chart included in Appendix B. A sample district pyramid is included on page 20.

Group sessions may begin with a general plan or limits may be set to focus the planning process in a needed area. As an example, the math curriculum team might work on services for gifted students (see Figure 3). The following are a few suggestions for types of planning sessions that might find the pyramid model helpful.

Status of implementation:

- Established services
- Services in planning
- Services to be developed

Grade level:

- Individual or range of grades
- Elementary, middle school or high school

Content or subject:

- Math, language arts, etc.
- Social-emotional needs
- Creativity

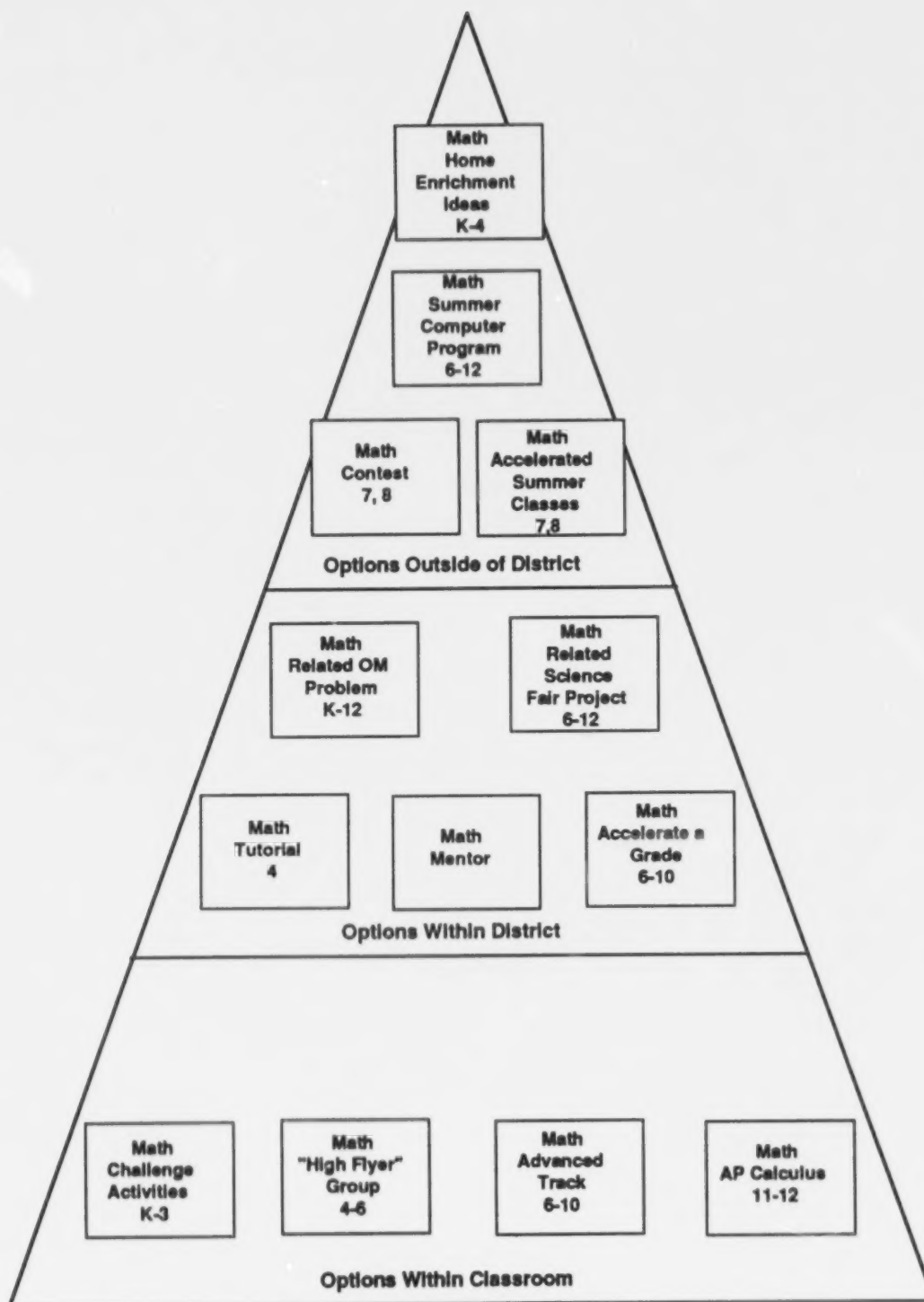


Figure 3 – Math Plan Pyramid

Basic information which might appear on each sticky note include the following. Tailor the key or rating to suit current needs. Instead of keys, different colors of sticky notes may be used for different levels of planning, different subjects, or for different grade levels (e.g. yellow - elementary, blue - middle school, pink - high school).

Content area
Name of Program or Service strategy option
Grade levels available if plan is for school or district

Reading
Cross-grade group
4-6

Date of future or limited time option

Writing Festival
4-8
May 1991

Status in district:

- ☒ well-established
- ☐ begun or in-planning
- ☐ future

AP English
10-12



Evaluation rating:

- 5 = excellent
- 4 = good
- 3 = average
- 2 = fair
- 1 = not currently functioning

(This rating may be used to rate the service or to rate its appropriateness for an individual student.)

Math
Challenge Activities
1-3
5 4 3 ② 1

People who need to be involved to implement the strategy:

- P = Parent
- CT = Classroom Teacher
- RT = Resource Teacher
- A = Administrator
- AS for Superintendent
- AP for Principal
- TC = TAG Coordinator

Odyssey of the Mind
3-8

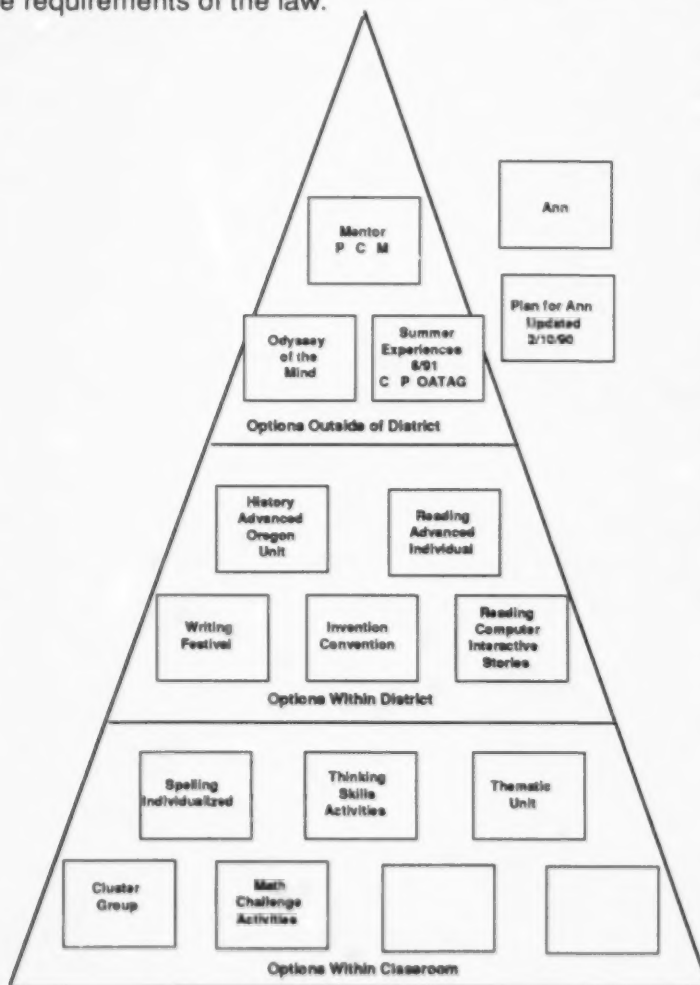
P ③ RT

Circle the initials when person is informed and 'on-board.'

INDIVIDUAL PLANNING

The school level plan should be available during the planning session to help the teacher and/or coordinator with selection of suggested strategy options for individual students prior to the meeting with the parents and students. The district plan should also be available during the conference so everyone is aware of the options. During the conference, additional options that meet the specific needs of that student may be considered and possibly added. For example, Ann's options of mentor, summer opportunity and changes in the home environment were included to meet her particular needs. This is especially useful since parents must be offered the opportunity to participate in planning the programs and services for their child.

After the appropriate strategies are included on the student's chart, the product is copied and distributed to the student's file, parent, regular classroom teacher, coordinator or other involved staff. Districts should find this a flexible and easy-to-use tool that is responsive to the requirements of the law.



REFERENCES

Cox, June, Daniel, Neil, and Boston, Bruce O. Educating Able Learners. University of Texas Press. Austin. 1985.

Cox, June, and Daniel, Neil. Flexible Pacing for Able Learners. Council for Exceptional Children. Reston, Virginia. 1988.

Feldhusen, John F. "Synthesis of Research of Gifted Youth." Educational Leadership. March 1989.

STAFF RESOURCE AND NEEDS ASSESSMENT SURVEY

Name _____ School/Grade _____

1. Please list some of the things you are doing to meet the learning needs of your brightest students.

2. I would be willing to share the following ideas with other teachers:

3. I would be willing to have other teachers observe my classroom in order to:

4. I would like additional in-service or resource help in the following areas (check all that apply and * the highest priorities):

- ☐ Assessment of learning level
- ☐ Curriculum modification (Content, Process, Product, Learning Environment)
- ☐ Teaching strategies for gifted
- ☐ Social/emotional needs of gifted students
- ☐ Learning centers - how to organize ("Make and Take" Workshop)
- ☐ How to organize/monitor/evaluate independent study projects
- ☐ Incorporating higher thinking skills into the curriculum
- ☐ Program/service options
- ☐ Enrichment activities
- ☐ Work session providing planning time for teachers to develop programs and/or services
- ☐ Incorporating creativity into lessons
- ☐ Basic information - Why? Who? How? etc.
- ☐ One-on-one help for _____
- ☐ Other _____

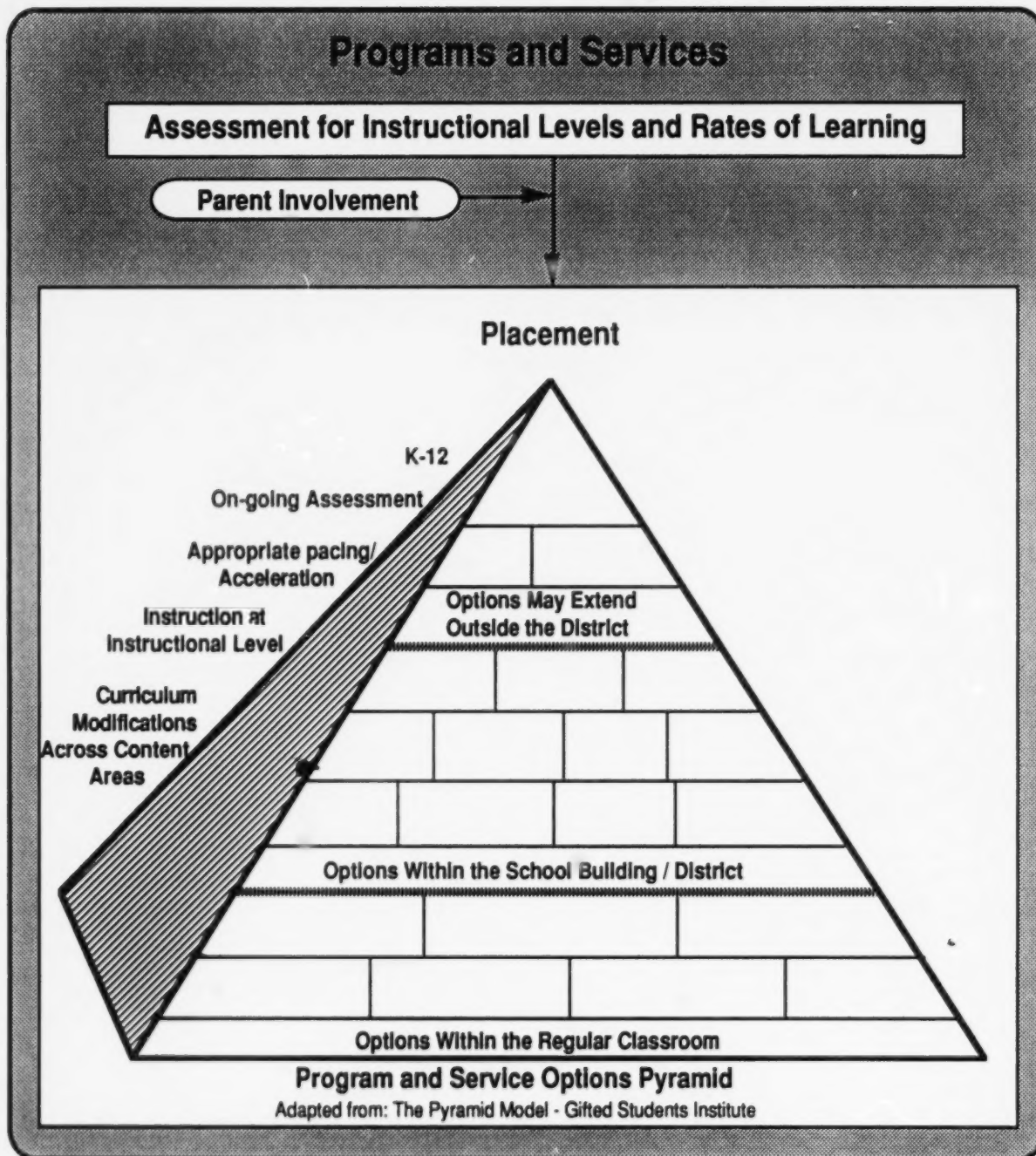
5. Questions, comments and/or suggestions?

STAFF RESOURCES AND NEEDS ASSESSMENT SURVEY

SUMMARY

- Please list some of the things you are doing to meet the learning needs of your brightest students.

ACTIVITY	GRADES	# OF RESPONSES
Reading Groups	1,2,3,6	8
Success in Reading	1,6	3
Independent Reading	2	1
Tens Books	1,6	3
SRA Reading Kit	1	1
Reading Enrichment	4,5,6	3
Creative Writing/Writing as Process	1,2,4,6	11
Math Contracts	3	2
Math Enrichment	3,4,5	6
Math Groups	6	4
Math Packets After Regular Work	1	1
Challenges in Math	3,4	3
Math Their Way	1	2
Special Art Projects	3,4,5	3
Open-ended Activities	K,1,2	6
Accelerated Packets in Subject Areas	5	1
Individual Projects at Accelerated Rates	5,6	3
Accelerated Pace	?	1
Learning Centers	K,1,6	5
Individual Instruction	K	1
Independent Learning Skills	2	1
Individualized Homework	?	1
Computer Activity When Work Complete	?	1
Extra Computer	4,6	3
Social Studies Enrichment (outside speakers)	3,4	2
Enrichment	2,3	2
Leadership to Groups (Health)	?	1
Challenge Words in Spelling	?	1
Additional Spelling Words	3	1
Memorization	?	1
Extra Oral Presentation	?	1
Extra Challenge Papers When Work Complete	3	1
Mini Units Sci, SS, Health	1	1
Hands-On Science	6	2
Science Research	3	1
Special Projects	5	1
Plays	?	1
News Team Current Events Projects	6	1
Music Enrichment	4	1
Study Buddies	K,1,6	3



Sample

THE IDENTIFICATION PROCESS

Step 1: Referral

Step 2: Initial Screening

Step 3: Further Testing

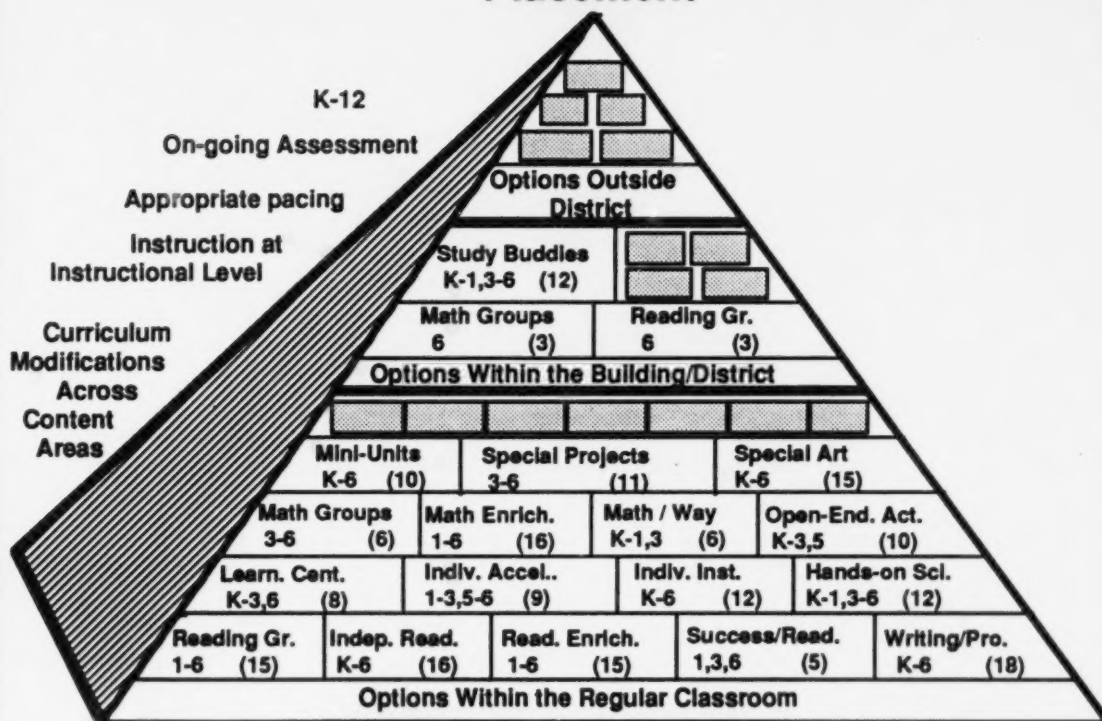
Step 4: Selection/Parent Notification

Programs and Services

Assessment for Instructional Levels and Rates of Learning

Parent Involvement

Placement



Program and Service Options Pyramid
West Union School District Current Status

Adapted from: The Pyramid Model - Gifted Students Institute

& Somewhat Developed

To Be Developed